

# LONGWOOD COLLEGE

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# Report from the President, Dr. Willett

I appreciate the opportunity to present a brief report on several topics which I believe will be of interest to all friends of Longwood. Space will not permit a discussion of all items of concern to you, but an effort will be made to touch on those of prime interest. It is anticipated that such a report will become a regular feature of the Alumnae Magazine.

If there is a central idea or concept occupying the attention of our Board of Visitors, faculty, and administrative staff, it is a desire to emphasize a qualitative rather than merely a quantitative growth for Longwood. While it is true that we will experience some increase in the student body with the completion of two new dormitories, it is our desire that we experience a measured growth, tempered by a focus upon improving the qualitative aspects of our total program. In order that this thinking may be transmitted into practice, we have embarked upon an investigation of the topics which follow:

1. A study as to what should be the optimum size for Longwood from the standpoint of student enrollment.

2. The development of closer cooperative ties with local school systems. A meeting was held with all area school superintendents in January and it is anticipated that this will become an annual event.

3. A constant re-evaluation of the curriculum. A general education committee is currently reviewing basic graduation requirements with a view toward providing more flexibility in the program.

4. A study of the possibility of offering a travel-study program carrying credit beginning in the summer of 1969. Such a program could involve overseas travel, possibly to Europe.

5. The continued exploration of various cooperative endeavors with Hampden-Sydney College. We are currently engaged in an exchange of students in order that they may take courses not offered on their own campus. As an example, Longwood students now are taking computer math at Hampden-Sydney while Hampden-Sydney men are enrolled in courses in advanced English and education at Longwood.

6. A reappraisal of the graduate program including the possible addition of Saturday classes in order to meet the needs of persons in the geographic area who desire to enroll for a Master's degree. An example of an expanded offering in the graduate program is the foreign language institute being offered for teachers this summer in co-operation with the State Department of Education.

7. The further study and implementation of the kindergarten training program which will be initiated during the upcoming summer.

8. An extension of the laboratory approach to teaching which involves more active participation in the learning process on the part of the students. Possibilities include the extension of the laboratory method into subject areas in which it is not now being used. The ultimate development of the laboratory approach in our teacher training program will come with the opening of the campus Laboratory School in September, 1970.

In our publication, "1968-70 Priorities for Progress," at Longwood College, we indicated five priority needs which were being called to the attention of legislature. These included a campus laboratory school, increased library funds, additional financial support for our student teaching program, personnel increases in a number of areas, and an accelerated maintenance program. We are happy to report that the General Assembly of Virginia has reacted favorably to the majority of our requests in the just concluded legislative session. We are indebted for their support and for that of our many friends.

One major hurdle remains for us, however, if we are to achieve the qualitative program which we all desire. It is absolutely imperative for Longwood, as it is for the other state institutions, that the general obligation bond referendum proposed by Governor Godwin receive favorable support at the polls in November. \$1,750,000 of these funds are earmarked for Longwood.

In order to give you an up-to-date picture of the Longwood building projects, either proposed or under way, we have briefly summarized information on the major pending projects below.

## 1. Fine Arts Complex

The architect is nearing completion of his preliminary drawings for a one-million dollar Fine Arts Complex which will be located in the block south of the present Lankford Student Activities Building. This complex will consist of two buildings initially, a music department building and an art department building. It is anticipated that construction on these buildings will be initiated July 1, 1968, and completed in the summer of 1969.

## 2. Dormitory 1969

The architect is currently preparing the working drawings for a ten-story dormitory which will house approximately 400 students. This dormitory will be located on South Main Street. The land for the dormitory site has been acquired, and the dwellings are being razed to make way for an expected construction date of June, 1968. Occupancy date for this dormitory is September, 1969.

## 3. Dormitory 1970

A twin dormitory to the 1969 Dormitory will be constructed for occupancy in September, 1970. These two dormitories will be connected by a beautiful one-story Commons Room.

## 4. Renovation of First, Second, and Third Floors of Main Ruffner Hall

The students who are presently housed on the second and third floors of Ruffner will be displaced to the 1969 Dormitory. In the summer of 1969 the first and second floors of Ruffner will be renovated to house the increased administrative offices. The third floor will be renovated for the foreign language department, classrooms, and faculty office space.

(Continued on page 15)



# Now and Then

by

DR. RUTH B. WILSON, *Dean of Students*

The "Now" is the spring of 1968; the "Then" was September, 1957, when I came to Longwood to assume the duties of Dean of Women. Since I had never worked on a campus of less than five thousand students, co-educational at that, the transition to a college of some eight hundred women was interesting, to say the least!

I soon learned that small colleges for women were steeped in tradition. Remember Circus with its floats and the parade of classes through the streets of Farmville? Remember the Rotunda "Sings" with the ever popular "toast to Charlie Hop"; the mighty sophomores, clad in raincoats with rat caps perched precariously over their eyes, scaring the daylights out of the freshmen (well, some of them, anyway!) with buzz night, little rat courts, and the grand finale when the Top Rats were chosen for the next year's unsuspecting freshman? Who has forgotten May Day, the formal dances, the Class Productions, formal birthday dinners, lantern parades, daisy chains, nocturnal walks by Chi, and the excitement in Jarman Auditorium when Alpha Kappa Gamma tapped its new members?

Over the years these are some of the things that many Longwood Ladies have never forgotten, but together with the fun and the nostalgic events, there was something else that made Longwood different from other colleges. It was that certain intangible something that I soon learned to know and love—the Longwood Spirit. The atmosphere was one of friendliness, happiness, helpfulness, and trust. We worked and we played; everyone spoke to everyone else; faculty and administrators knew most of the students by name and the students seemed to know all the faculty, whether or not they had ever had them for a class. Weekly Assemblies were compulsory for the students, but many members of the faculty could be seen each Tuesday, sitting under the balcony in Jarman, interested in the programs because they were planned by the students.

Student Government was strong and its functions were respected, as I soon learned that first year as I saw it function under the capable leadership of Miss Frances Patton (now Mrs. Curtis E. Davis, Jr.). Imported cultural events were called Lyceum, which together with the performances of Longwood's own organizations—Orchesis, the Players, the Choir and Madrigal Singers, the Home Economics Club's fashion show, the Language Department's Fiesta, and the exciting sports events sponsored by the Athletic Association—provided a diversified program of extra-curricular activities.

Until recently every student surely recalls her graduation day when she walked up High Street and into Jarman between two rows of sophomore sisters who were holding the colorful academic hoods which they put over the heads of their senior sisters when the President reached that place in the program when he said "... with all the rights and privileges pertaining thereto." In the fall, one long-remembered occasion was senior capping. Remember walking across the stage and kneeling on a pillow in front of the President as he placed your mortar board on your head? The years of the bouffant hairdos caused quite a bit of consternation and many a senior came down from

the stage balancing her cap with one hand because it refused to stay firmly in place!

Space permits me only to scratch the surface of those traditions and customs that have made Longwood truly unique, so let us move from the "Then" to the "Now". Has Longwood changed in eleven years? Which traditions remain? Which have fallen by the wayside? What about the spirit of Longwood? What of the students themselves? Let us take a look at some of the things that *have* changed.

Alpha Kappa Gamma has changed from a nationally affiliated leadership honor society to a local group and is now called GEIST—a most appropriate name because it means "spirit"—and the members, now as then, continue to provide excellent leadership in all facets of Longwood's way of life. Because AKG was founded by members of Joan Circle at Longwood in 1928, the decision to disaffiliate was a hard one to make. But, after much soul searching, the members decided in 1965 that Longwood should have a chapter of Mortar Board. In order to qualify for consideration by that group, the national affiliation had to be terminated. Geist continues to function for the good of Longwood and works toward the day when it will be accepted by Mortar Board.

Instead of Circus, Longwood's homecoming weekend is now called Geist Festival, and the floats and parades have been replaced by a wonderful outdoor midway and art show in the afternoon, followed by sister class skits in the evening.

Rating was voted out by the student body several years ago and has been replaced by an outstanding contribution to the orientation program by the Colleagues, the sophomores who plan special events for the new students, including a banquet, an impressive capping ceremony, and a concert.

Formal dances became non-existent for a few years, as they did on most campuses, but the Class of 1965 began a new tradition—the formal Junior Ring Dance which has become the outstanding social event of the year. Lyceum is now called the Artist Series and the committee, headed by Mr. Charles Butler, Librarian, continually strives to improve the caliber of the performances brought to the campus. Attendance is compulsory only for freshmen since Jarman Auditorium can no longer accommodate the entire student body.

Rotunda sings are not as frequent as they once were, mainly for the reason that only the students living in Ruffner, Tabb, and Student Building enter the dining hall from the Rotunda since the construction of the west entrance and the conversion of the old "Rec" to the senior dining hall. However, we do manage to have some rousing "Sings" on special occasions and "Charlie Hop" is still a favorite.

May Day is still May Day, but the class productions seem to be a thing of the past. Seniors are still capped in the fall, but not individually. The President still addresses the class, but the little sisters place the caps on the seniors' heads. Graduation is held once a year—in June—instead

of three times a year, and it has become a half-day event instead of a weekend. The exercises are held on the Mall in front of Wheeler Dormitory beginning at nine o'clock in the morning! Following the awarding of degrees, the President of the College entertains the graduates and their families at a buffet brunch in the Lankford Building. Because of the increasing number of graduates each year, Jarman Auditorium can no longer accommodate the crowd. It is used only in case of inclement weather, with each senior receiving a limited number of guest tickets. Those who can not attend the exercises in Jarman will be invited to listen to them via an intercom system in various classrooms. So far the weather has cooperated each year, even to the point of broiling the faculty who face the sun for an hour or so!

The reason for the mass exodus after examinations is the necessarily longer period of time needed to record grades, determine honor graduates and print the programs—another change brought about by the increasing enrollment. This change has made it impractical to hold on to the old traditions of the daisy chain, lantern parade, and the pre-graduation reception at the President's home. Class night is held prior to the beginning of the "Ten-Day Period". Remember the Ten-Day Period—that time of absolute peace and quiet before examinations? Well, sometimes we have a seven-day period or an eight-day period, depending upon the number of ABSOLUTELY NECESSARY events that must be worked into the activities calendar first! It really would not surprise me if we get to a five-day period. Perhaps it would be a more realistic time period, anyway, since today's youth find it quite difficult to remain silent for too long a stretch!

We still have special dinners in the dining halls, but Sunday attire is the order of the day instead of formal gowns. Birthday dinners, Thanksgiving and Christmas banquets, and a wonderful Faculty Buffet are things of beauty and epicurean delight, thanks to our Slater System manager, Mr. Maurice Pennock, and his staff.

The physical changes on campus over the past eleven years would make an article unto itself. But these are changes that can be seen by a visit to your Alma Mater. If you have not been here since the Cunningham building consisted of "Junior" dorm and "Senior" dorm, you have stayed away too long. Come back. We will provide you with a guide so that you will not get lost!

So far we have been dealing with tangible things, the old traditions, the new traditions, the deletion or addition of activities and customs that make Longwood the place it was—and is. But Longwood is Longwood because of her students. Have they changed, too? In some ways—yes; in some ways—no. I have referred to that intangible something that is known as the Longwood Spirit, and how it impressed me when I first came. In spite of the more than doubled enrollment, that spirit still is strong and cherished. New students read about it in their *Student Handbook* which is sent to them during the summer. After they arrive, they hear about it in their meetings with sophomore assistants and orientation leaders, from members of the faculty and administration; but most of all they "feel" it because it pervades the campus.

As a college grows larger, it is bound to lose *some* of the spirit, the friendliness, the emphasis on good character and high personal standards of conduct, and the concern for the student as an individual. It is to the credit of each freshman class, which has increased in size since 1957 from approximately three hundred to over five hundred, that

Longwood has managed to keep that loss to a minimum, for it is the freshmen who carry on the traditions and who see to it that those who come after them are made aware of those intangible aspects of life at Longwood which are capsuled into that magic phrase—the Longwood Spirit.

There *are* ways in which the students have changed since 1957, but by and large these changes have been for the better. Today we sense a healthy questioning among our students; we realize that they are far more aware of the world around them, and that they want to be involved in all aspects of their academic world, including a voice in academic policy. But at Longwood these goals are achieved through proper channels by better lines of communication. When we read daily of campuses where the order of the day is an atmosphere of tension, mistrust, and antagonism among students, faculty, and administrators, and when open rebellion, sit-ins, and seething articles in campus newspapers are the devices used in student demands for greater freedom and rights, we can be very thankful that Longwood students resort to mature methods for making known their grievances, their ideas, and their desire for involvement.

What you have discovered—if you have read this far—is this: I feel that the average Longwood student today is just as friendly, just as courteous, and just as helpful as she was when I first met her. Academically she has a more inquiring mind but she must work harder than her predecessors to achieve academic excellence. She is more interested in the world in which she lives, and when she attends cultural events on campus she wants them to be well worth her time.

This is how *I* feel, but to discover whether my years at Longwood have prejudiced me in favor of my Longwood Ladies, and to be fair to my readers, I decided to ask the opinions of others who have worked at Longwood nearly as long or far longer than I. To two head residents ("house-mothers" to you!) and to two professors I put the question, "How would you compare our girls today to those who were here when you first came to Longwood?" Here are their direct answers:

Mrs. Kathleen G. Cover  
Associate Professor of Sociology

"I suppose the greatest change a professor would notice in our student body over the past ten years is that more of our girls today come from the upper ten to twenty-five percent of their high school graduating class and that their scholastic aptitude test scores are higher. Therefore, in general we find that the girls are more highly motivated academically and that academic honors earned on this campus seem to give more status and recognition than do social honors. The student of 1968 is a questioning student and less likely to accept the professor's word as authority without probing to satisfy her own intellectual curiosity.

In a changing society such as ours, with the tremendous increase in our student body and our greatly expanded campus, one would expect the students to change. The remarkable fact is that our girls still are the friendliest, the best mannered and the finest students to be found. They are traditionally "Longwood Ladies" and will always be. God bless them!"



Mrs. Thelma Baber  
Head Resident—Wheeler Dormitory

"Today's college girl is more serious minded and has a broader outlook than her counterpart of eight or ten years ago. She spends more time on her studies and less on side issues. She does not feel the need to display her class loyalty by daubing members of a rival class with red or green paint—to her, this is childish. In short, today's college girl is more mature."

Mrs. Anroinette Goodman  
Head Resident—South Cunningham Dormitory

"At Longwood College every young girl learns early that she is or will very soon become, a Longwood Lady—only she can ever disqualify herself. This seldom happens! The girl who graduates from Longwood today is really not so different from that girl who received her diploma or degree in the years that have gone by. She is, perhaps, more sure of herself. She knows she is well informed, that she is qualified to receive her degree in the field she has chosen—to take her place with the best. During her four years at Longwood she will have had many opportunities to develop qualities of responsibility and leadership; to grow in spiritual and social graces and to benefit, culturally, according to her interest and talents. She has learned to sense and to care about the physical and emotional needs of those around her. Those who are so fortunate as to share these years at College with her can observe

this splendid young woman, mentally and emotionally mature, who now will go out, in most cases, to teach young people and to help to mold their lives. Seldom does one doubt that she will do well. A 1967 graduate who now attends a large northern university remarked recently that she worked hard and all of the time but she said, 'I am doing all right—Longwood prepared me well.' "

Dr. G. G. Gordon Moss  
Professor of History and Social Sciences

"I have known my Longwood girls from bloomers to mini-skirts. They may have become more serious academically. They have certainly become more curious intellectually. But over the years their goodwill and generosity of spirit have kept me from becoming a cynic."

To these statements from four people who for many years have had close contact with our students, I will add only that had I been commissioned to write a book instead of an article, I am confident that I could have asked for and received opinions from many more faculty members and that each one would have expressed his opinion in practically the same terminology. Suffice it to say, then, that your Alma Mater rates second to none in the hearts and minds of those of us who have served her over the years.



Mr. Angus Powell, rector of the Board of Visitors, chats with students following lunch in the dining hall after board meeting.

## A Place for Activities:

# *The Lankford Building*

by

GILBERT WOOD, JR., *Director*

... The Lankford Building was opened to students this past summer when Building Director Gilbert Wood, Jr., began work at his newly-created post in June. Wood, 26, is a native of Farmville and a University of Virginia graduate.

His responsibilities include promoting and coordinating extra-curricular activities in the new student activities building, which houses modern facilities for social cultural and educational programs, as well as enough office space for all major campus organizations.

Open seven days a week from 6 a.m. to curfew, Lankford Building is staffed by Wood, Bowling Alley Manager Don Sequin, of Farmville, about 15 student assistants and a score of concession and campus services personnel. Recently a position was created for an assistant building director.

The Student Activities Building is located at the corner of Pine and Madison Streets, across from Iler Gymnasium and the new tennis courts. It was constructed for \$750,000 in a modified Georgian architecture by Andrews, Large and Whidden, of Farmville.

Characterizing the brick building's I-shaped structure are a wide front portico and a spacious back terrace, both accented by large swinging lanterns.

From the terrace, students, their guests, faculty, alumnae, and visitors stop to watch the progress being made on the long, wide walkway that steps down from Stubbs dormitory to Lankford. More than a convenience, the walkway is planned to be the architectural axis of a mall graced with lighted fountains.

Lankford Building's 36,000 square feet of floor space is divided between two levels of activity, its interior decor varies functionally from area to area—from the traditional, formal on the second floor to the modern, casual on the first.

On the first floor is the bowling alley, partitioned from the game room by a wall of glass and multi-colored plastic panels. Just down the terrazzo-floored hall is the college bookstore, stocked with some 9,000 hardbound textbooks, about 6,000 paperbacks and a wide selection of conventional and new-wave art supplies.

The activities in these three areas are easily visible through the picture windows of the college snack bar, moved from the Rotunda into a large, cafeteria-line facility when Lankford opened. The new "rec" menu ranges from drinks and sundaes to salads and plate dinners.

The snack bar, the bowling alley, the game room and the bookstore make up the building's most heavily trafficked area, with the snack bar holding a slight edge in popularity over the bowling alley.

Nevertheless, during the first semester of the 1967-68 session more than 20,000 games were bowled on the alley's four lanes. In bowling classes, Longwood students roll an estimated 26 games per class. During open bowling, students and their guests—and faculty and staff members and their guests—bowl about 25 games per hour.

The bowling alley is equipped with Brunswick Corporation Model A-2 Automatic Pinsetters, valued at \$6,000 each.

Adjacent to the bowling alley are the Bicycle Room and Athletic Equipment Checkout Stand, which doubles as the bowling alley office.

Also on the first floor are the college post office that handles some 10,000 pieces of mail daily; headquarters for the six campus police, a branch bank; a darkroom for photography students and hobbyists; a composition workroom for the three nearby student publication offices of the Rotunda, the Virginian and the Gyre; and three display windows for publicizing campus activities.

On the second floor of Lankford Building is the Commons Lounge, the building's main parlor, opening onto the portico entrance and the balustraded terrace. Also called the Gold Room, after its primary color scheme, the Commons Lounge is styled in Early American, complete with columns, chandeliers and curved ceiling.

Two parallel corridors of simulated-marble tile—one between the carpeted parlor and the portico entrance, and the other between the parlor and the rear terrace—lead to three color-TV rooms; the Day Students' Lounge, which is academic home away from home for some 70 non-resident students; the reading room; a periodicals room; and the second-floor meeting rooms and offices.

Among the meeting rooms and offices are the YWCA room, the Student Government room, the Athletic Association room; the main meeting hall complete with service kitchen, divider curtains, public address system and stack chairs for 450 people; and the building director's office.

In the director's office, the building's activities are scheduled and coordinated, and future student activities are considered and discussed by students and Wood.

Commenting on the role of the student union in campus life, Wood said, "College students need places to go for recreation, for relaxation. They need places to study, to play, to talk over today's events, or plan for tomorrow's.

"If they can have all this in one building, it goes beyond convenience. The building assumes a personality all its own—and that personality, in turn, influences the students—draws them to it. That is one of the big things a student activities building is."



## Eighty-fourth Founders Day:

# *A Full Day Indeed!*

In spite of cloudy skies and periodic showers, a general atmosphere of good spirits and exuberance seemed to mark the eighty-fourth Founders Day activities. The 400 alumnae present found a full schedule awaiting them, beginning with the 9:00 A.M. coffee in the Alumnae House, provided by the Farmville Chapter, and concluding with the evening presentation of Moliere's comedy "The Miser."

The principal program in Jarman auditorium was presided over by President Willett, with greetings of welcome by Student Government president, Miss Linda Gardner, and the National Alumnae Association president, Mrs. Jean Ridenour Appich, who reminded the audience of the influence of their Alma Mater upon their lives. "You can take a girl out of Longwood but you can't take Longwood out of a girl," she quipped, paraphrasing a well-known T. V. commercial.

### *Mr. Wygal's Address*

The two principal speakers of the morning were Mr. Fred Wygal, twice acting president of the college, and Mr. Jacob H. Wamsley, former business manager. Mr. Wygal, speaking on "Founders of Public Education in Virginia", traced the Commonwealth's interest in education back to the early seventeenth century, referring to proposals made to provide schools for "children of heathen natives of America," for early instructions of orphans and tenants, with private tutors for children of the landed gentry. Thomas Jefferson had proposed laws for tax supported schools as early as 1779; however, such provisions were not fully realized until 1780. In higher education Mr. Wygal traced the establishment of Virginia Colleges, from the founding of William and Mary in 1693 to that of the Farmville Female Seminary in 1839. He paid special tribute to the leadership of Dr. Henry Ruffner, president of Washington College, and his son William Ruffner, first state superintendent of schools and first president of Longwood. After reviewing the progress made in Virginia education in the past, Mr. Wygal expressed optimism about the future, citing the action of the 1968 General Assembly as "the most significant since the memorable session on July 11, 1870, which marked the founding of a system of public education in the state." In speaking specifically of Longwood College's role in education during this present crucial period of national crisis, Mr. Wygal referred to the need of teacher-leaders equipped with both academic knowledge and practical understanding of the best teaching procedures, and affirmed his conviction that the academic requirements of a degree at Longwood are "as demanding as those of any other purely liberal arts college, yet at the same time provide an appropriate orientation to the profession of teaching."

### *Tribute to Dr. Lankford*

A special feature of the day was the dedication of the new Student Activities Building named in honor of Dr. Francis G. Lankford, Jr., president of the college from 1955-1965. The dedicatory remarks were made by Mr. Wamsley, affectionately known on campus as "Jake", who was business manager and treasurer from 1955-66. Among the many progressive achievements indicative of the growth and improvement of the college in the decade of Dr. Lankford's presidency, Mr. Wamsley mentioned such facts as: the increased student enrollment from 791 to 1459; the enlargement of the faculty from 62 to 100, with the number of doctoral degrees more than doubled, and a substantial increase in faculty salaries; the increase in annual operating budgets from \$890,718 to \$2,004,970; the capital outlay expenditures for new buildings and renovations totaling \$5,000,000; the creation of Longwood College Foundation, Inc. It was during this decade that the college acquired its own separate Board of Visitors, having previously been under the State Board of Education.

The morning program was followed by a luncheon in the college dining hall, and a business meeting thereafter. Special recognition was given to the reunion theesafter. The Jarman cup was won by the class of 1958 with the class of 1943 as runner up.

### *Simonini Conference Room Dedication*

At 3:15 P. M. some sixty or more faculty and former students of Dr. R. S. Simonini, Jr., Chairman of the Department of English from 1951 to 1965, assembled in the small seminar room on the first floor of the Grainger Building to pay tribute to the memory of this fine scholar and beloved professor. An enlarged photograph, with identifying plaque, adorns the wall of the room, a tribute of the Virginia Association of Teachers of English, which has also established a scholarship fund in his name. Present for the simple ceremony were Mr. and Mrs. R. C. Simonini and Mr. Kenneth Simonini, Dr. Simonini's parents and brother, his daughter Dionne, and son Charles, and Mrs. R. C. Simonini, Jr. Mr. Foster Gresham, acting chairman of the department, delivered the tribute, stressing his efficiency as an administrator, his vision and leadership in the college and in the state, his high standards of scholarship and his inspiration as a teacher. Dr. Simonini's untimely death in 1965 occurred in Kentucky when a plane on which he was a passenger crashed on takeoff.

The Founders Day program concluded with an open house and reception in the lovely gold room of the Lankford Building, followed by a dinner in the dining hall and a presentation of "The Miser" by Longwood Players and Hampden-Sydney Jongleurs in Jarman Auditorium.

A full day indeed!

Mildred Dickinson Davis





Academic procession leaves Lancaster Library for Jarman Hall.

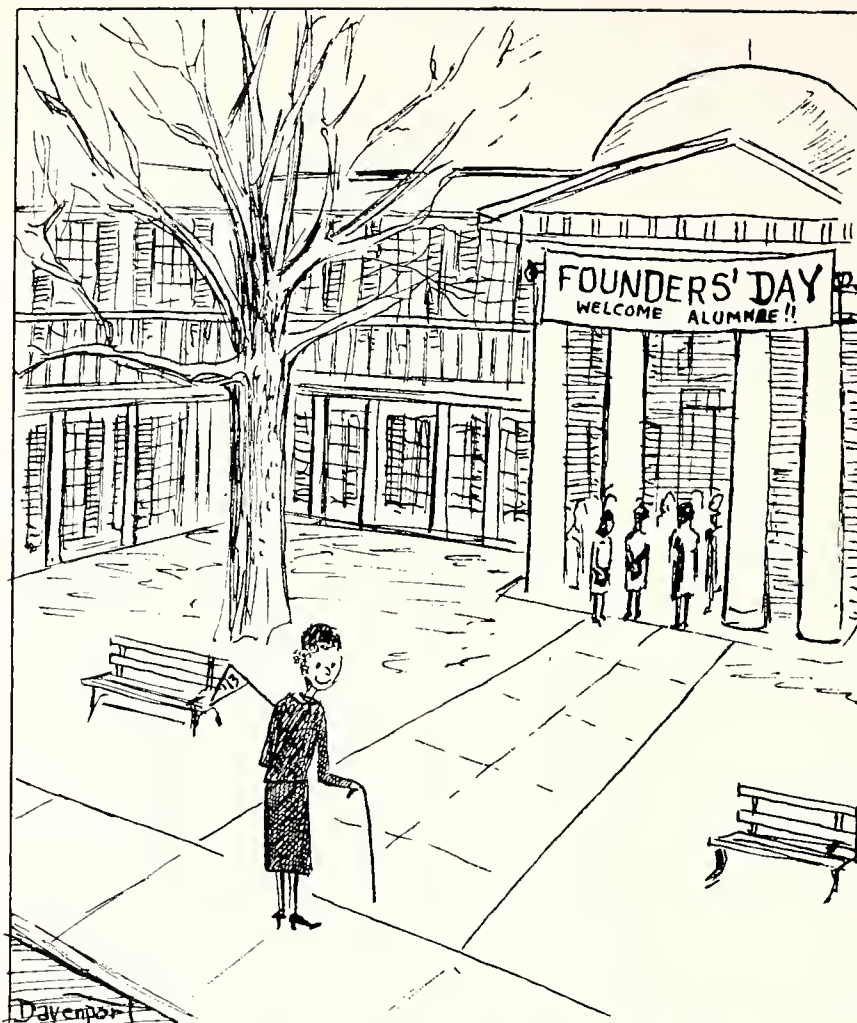


The Lankfords and the Wamsleys examine publications by Longwood faculty in new book store.



Mrs. Elizabeth S. Jones, Edgar Thomas, Miss Nancy Andrews, Dr. Janet Bingner, Mrs. Josephine Magnifico, and Gilbert Wood chat during reception in Gold Room.





The Return Of The Native!



Alumnae enjoy reminiscing in front of the Alumnae House.





Mr. Foster Gresham pays tribute to late Dr. R. C. Simonini, Jr. in dedicating Conference Room in his honor.



Pictured at the head table during Founders Day luncheon: l. to r.: Lenoir Hubbard Coleman, Jo Dearing Smith, Elsie Thompson Burger, Elizabeth Shipplett Jones, Rosemary Elam Pritchard, Alice Putney, Audrey Powell Pittard; and at the microphone, Jean Ridenour Appich, national alumnae president.



## A Sample Class History — *A Reminder of Your Own*

Cheryl Scruggs Hiteshaw, historian class of 1966, describes typical four years on campus

It was a hot day in September when the caravan of cars began arriving on campus. Each car contained one set of anxious and tense relatives, a trunk, three suitcases, two regulation cot size sheets, a study lamp, plaid bedspreads with matching cafe curtains, assorted stuffed

anything to brighten those algae-green walls), checking out the horsewoman on the Colonnade, looking for our trunk, finding our "Big Sis", looking for our trunk, wondering who those boys were in the Rotunda, unloading boxes, unpacking suitcases and looking for our trunk.

With teary good-byes (Yes, I'll write! Call me if you need anything! I *know* you will love it here! Are you sure I can start writing checks tomorrow?) we watched the caravans ride out into the sunset.

That first week was . . . . . wonderful. We had meetings all day everyday; well, not *all* day—we had a snack and rest break three times a day. We were confronted with such words as orientation, matriculation, Chi (that organization that gets its sheets back earlier than the rest of us), ratting, and Red and White spirit. Ratting as such, the old form of ratting ended with our class, naturally, never again to reach such heights of good-natured rivalry.

Close on the heels of ratting came another unforgettable experience—registration. This is an event which closely resembles a track meet between Georgia Tech and the Spartan gladiators. Our class was first to register,—this was the last time our class made it first to the front lines. This was also our last chance to get into freshman courses until second semester of our Senior year. We had 8:00 classes, including advanced calculus, and Aztec Anthropology, to give us a well rounded background for the years to come.

With the beginning of class routine, class meetings, and Hampden-Sydney get-togethers, we became a strong, closely-knit group of 360 Freshmen. In our earliest class meeting, we elected one sponsor, Dr. James M. Helms, who was to spend the next four years curbing and directing our energy, encouraging our enthusiasm, and excusing our blunders, such as the feathers over the Rotunda, activities demanding numerous House Council lectures, and our general rowdiness of personality. Oh! We were a happy group!

By the time of Longwood Circus our class had become distinctly known as the gung-ho class of '66. We saw no reason for not walking off with first prize. Our subject was a spoof of Sir Walter Raleigh's landing on Roanoke Island. It seems his major problem in establishing a permanent settlement was some forgotten hinges in England. The two protagonists were the memorable Chief Dunderhead and Sir Walter Raleigh's wife. No, we didn't win, but we tried harder. We didn't feel it was a complete loss because we had learned some dandy Red and White pep songs to the tunes of "Side by Side", "Mr. Clean, Mr. Clean", and "My Boyfriend's Name is Jello". Our spirits undampened, we advanced through class hockey, and on to the song contest. We decided on a march tune—"Red and Whites are Marching Onward". No, we didn't win, but we tried harder and to this moment we can remember standing in Jarman on that day of the contest, voices lifted in song as the altos sang the first part, the sopranos joined in, no, the sporanos sang the first part and the chorus began on the first measure, no,



animals, clock, radio, guitar, and one sophisticated high school girl graduate (Class of '62).

That first day was busily spent meeting our roommates, looking for our trunk, trying to brighten up the algae-green walls with pictures, posters, fishnets (oh,



# The Rotunda

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No 1



the altos sang the chorus. Oh, well, anyway, we were a happy group!

Thanksgiving vacation arrived at last and we left in herds, by cars, trains, and buses; hopeful that Longwood could bear up against our absence of a week.

We were home bursting with news of Rotunda sings, Chi walks, all the simply adorable boys, professors, classes, in-and-out cards, early hours, lights out at 12:00, and further news of what college is *really* like.

Returning to campus, we began to hear rumors of door decorating, ivy winding, and a Christmas banquet. Yes, Christmas was only three weeks away and here we were with undecorated door. Like all our efforts, we put ourselves into this completely and some of the Freshman doors did win prizes, naturally.

Christmas vacation came and all too soon we were back in classes and preparing to hurdle ourselves over an obstacle known as exams and land safely into the second semester. It was during this second semester that the Freshman hams became professional actresses in our production of "Hey, Granny". It was through this acting feat that Longwood became acquainted with the campus-renowned Rickettes (a synchronized dancing group).

The Freshmen, dressed in knee socks, trench coats, and sunglasses, joined the rest of the school in observing those first March days on the sunroof. Well, we just had to get a suntan before Spring Vacation. The Freshmen, completely collegiate now, hit the beaches of Daytona, Fort Lauderdale, and Buckroe.

The spring brought victory to the Red and Whites—we won color cup with a little assistance from our sister class, the class of '64.

As the year drew to a close, the Longwood tradition of May Day was introduced to us. Many of our ranks found themselves at Longwood Estate as toy soldiers, clocks, and dwarfs; and there was a court representative from the proud class of '66.



We spent the last few days glorying in the fact that we were sophomores, studying for exams, waiting for Chi to burn, looking for our trunks, drawing room numbers, packing boxes, looking for our trunks, waiting for Chi to burn, saying good-byes for the summer, ordering U-Haul-Its, and waiting for Chi to burn. We were ready for a summer vacation!

Funny, we don't remember what kind of day it was when we arrived our sophomore year. We found our trunks quickly, greeted old friends, roommates and suitemates. We set up housekeeping with summer mementoes and a few reminders of weekends of the last year. We said our good-byes (Yes, I'll write! I'll keep the phone bill down! This year try to make your checkbook balance! and Study Hard!).

Destined to be plagued by the "Sophomore slump" we, the high spirited class of '66, rose above it. Equipped with Orientation books as Sophomore Assistants, and a year's amount of worldly knowledge, we were ready to face the session head-on.

The tables were turned, for this term we did a modified form of rapping. We enjoyed reassuring the Freshmen that the time does pass quickly. The tables turned another way, too: we registered for classes last, naturally,—a tradition that we long held to for three years.

The class of '66, the class with enthusiasm, was ready for another try at Circus. Our determination, plus an original play, "Tired Town", adaptable to our stage, made us place first, naturally. Were we proud! We even forgot the "injustice" of last year's Circus decision.

Quickly we passed from first semester and skimmed through exams, with a minimum of difficulty, for by now we were old pros at three hours of hand-cramping essays and multiple guess-true, false-matching questions.

We began second semester appropriately for our class—on stage. We organized a road show to entertain at the Veterans' Hospital in Richmond. We felt that we were ready now to do a little off-campus performing.

There was no doubt about it, we could act and dance, now we had to do something about that song contest. Holding that title would go along so well with our other awards.

That year it was to be a school song. We practiced faithfully; we even knew the words and tune this time. No, we didn't win, but we tried harder, and to this day we can remember singing good ol' . . . er . . . uh, well, the title isn't important, it is the depth of the song that counts and we buried that one deeply.

The outstanding qualities of our class have been mentioned once or twice before—enthusiasm, determination, charm, poise, intelligence, talents and now here is one more—great beauty. That May Day we had not one, not two, but would you believe, four attendants on May Court! It was that year that Mildred Johnson, a Sophomore, naturally, became Miss Longwood and the first runner-up for Miss Virginia.

We entertained our Senior Sisters that year with a spoof on teaching contracts, our version of "Bye, Bye, Birdie". It was not until two years later that we realized the seriousness of that skit's plot!

For another year we excelled in sports, the Red and Whites won color cup, again with a little assistance from our sister class, the Class of '64.

That year ended with visions of Junior Year dancing in our heads.



Aaah! The memorable Junior Year. We were now 250 strong—with the help of accelerated Sophomores and Junior transfers. That year we could be Orientation Leaders, big sisters to the Freshmen class, and could legally claim the right to be called upperclassmen, a title we had always claimed as our own.

That was another year we registered last—naturally. Standing in line we had morbid pictures of Saturday afternoon classes, July seminars, etc. We knew they had to place us somewhere. Exams that first semester were interesting: A new policy of scheduling exams caused many conflicts. Even our conflicts had conflicts.

That year we reached the height of perfection. In our Circus skit we went beneath the sea for "The One That Got Away" and came up with another first prize. Our sports minded members were active in varsity sports and in the fall and spring AKG tapped some of our outstanding class leaders.

Could nothing stop the mighty Juniors . . . Song contest time rolled around again. This time we knew we had a sure thing—and we surely lost, but we tried harder. Besides, our minds were occupied with bigger and better things—an event that was to become a tradition at Longwood College—Junior Ring Dance Weekend. That Friday we had a banquet and finished a few last minute decorating details at 2:00 a.m. Yes, it was true we would have the Lettermen for our Saturday afternoon concert; yes, we might have the Lettermen; yes, we aren't having the Lettermen, and finally, yes, the Lettermen would be here—sometime. That night we played the role of Cinderella and received our class rings in grand procession. In a few short etiquette lessons we learned how to hold the rose, how to curtsy slightly, and what to do about that left glove without slinging it over our shoulder.

On May Day, the Juniors proudly claimed seven attendants. That spring we lost the Color Cup—our sister class, the Class of '64, had graduated. At the Senior assembly we watched the colors change from green '65 to red '66. We marched under the arch of Senior caps thinking about that BIG YEAR to come.

Well, that BIG YEAR came. One hundred eight of our class went out to mold little minds and save the educational system from complete decay.

During this eight weeks of student teaching, the on-campus Seniors were capped official Seniors. Sister classes were in Circus together, and it was again a Red and White Circus with the Seniors as squirrels, rabbits, ducks, trees, and pieces of litter.

The return of the student teachers and already crowded conditions added up to wall-to-wall roommates, cardboard dressers of the Freshman year, bunk beds, and there was some talk of hammocks but we never quite reached that stage. AKG recognized some more of our leaders in their fall tapping ceremony. After Thanksgiving vacation we were ready for our second big venture—our Senior Weekend—a concert with the Brandywine Singers and Dionne Warwick, a banquet, and informal dance were to add up to a gala weekend. Due to circumstances beyond our control we found ourselves on the aftermath of this a little financially embarrassed. But we improved this condition with several work projects, voluntary contributions, and the generous assistance of our Sophomore sisters.

Song contest came and were we ready with our Class song—on stage and no words in Senior caps were seen. We did win—naturally.

The second block student teachers left by car, bus, snow-plow, and dogsled. Those left on campus set to work on semester courses on the other side of the desk—students again.

Seniors returned and we were already beginning the count-down for the last eight weeks.

On May Day we were well represented with Queen Helena Hall and her court including five Seniors.

About color cup—well, it seems that we didn't quite make it again this year—but we try harder. We kept the underclassmen running with reports of Chi burning, until finally, in a torrential downpour, Chi burned (flickered?) and the identity of its members became known to the student body.

For these last few weeks the Seniors could decamouflage their cars and drive them legally.

We had a Senior Banquet and this year we were royally entertained by our sister class.

Our Senior Assembly became a major production of the fun and frolic of our four years at Longwood, done in the unique style of the Class of '66. The students laughed (all the way to their 3:00 classes), the faculty laughed (all the way to their gradebooks), and the administrators laughed (all the way to their recommendation reports).

Our plans for next year do not include Circus, May Day, Color Cup, and Song Contest. Our interests are as varied as our plans for the future, but you can be sure that success as individuals will come to each member of this graduating class for we are the Class of '66—naturally.

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compiled by

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## Report from the President

(Continued from page 1)

### 5. Laboratory School

Funds were provided by the 1966 General Assembly for construction of a laboratory school. During the basic planning stages it was determined that the available funds were not sufficient to construct the facility that was required. The 1968 General Assembly has approved a request for an increase in the funds, and when they become available the architect will begin his planning. It is envisioned that planning and construction can be accomplished for a school opening in September, 1970. Present plans indicate that the school will provide facilities for kindergarten through grade 7.

### 6. Home Economics and Faculty Office Building

The 1968 General Assembly appropriated funds to construct a new home economics department building. It is anticipated that construction of this building will begin no later than June, 1969, and be completed in 12 months.

### 7. Renovation of Longwood House

An architect has been employed to prepare plans for the renovation of Longwood House. It is anticipated that the renovation would start in the summer of 1968 and be completed by Christmas, 1968. When the President's Home on High Street is vacated, the

College will perform necessary repairs so that the Alumnae Association can move from its present house by Founders Day, 1969 to the President's Home.

### ATTENTION, PLEASE!

A questionnaire has come to you, which will be invaluable in giving us current information about you, your families, careers and community services. Do give this your prompt

### ATTENTION, PLEASE!

#### HELP!!

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#### LOOK!!

Postage rates covering certain classes of mail and, in particular, non-delivery due to change of address have increased the cost of mailings from the alumnae office.

You can help us keep our postage cost at a minimum by making prompt notification when you change your address.

#### FOUND!

A Longwood College Ring, class of 1941, has been turned into the Registrar's Office. The initials are very dim; but the ring was found in Charleston, West Virginia. Direct inquiries to Elizabeth S. Jones, alumnae secretary.

# The Class of 1968

by

LINDA GARDNER, *President Student Government*

In September of 1964 approximately four hundred new freshmen came to Longwood College. On that day these girls were experiencing the same curiosity, excitement, and anxiety that are characteristic of all college freshmen. The class of 1968 had begun its four-year stay on the Longwood campus.

As each girl found her room and met the girl or girls that she was to share it with, her mind was filled with thoughts of what lay ahead of her. What was the next day, week or year to be like? Within a very short span of time the questions were to have answers.

The traditional friendly spirit of the Longwood campus soon became an integral part of the lives of these girls. They began to meet the upper classmen and to find out what a busy place this campus was.



In just a few weeks the girls had been introduced to many of the traditions of the college. They had participated in Rotunda sings, seen the walks of Chi, been introduced to the Panhellenic Council and watched the demonstrations of the Athletic Association. Slowly, these girls were gaining an awareness of the many facets of Longwood. Certainly the academics were very important and very time-consuming, but it took these freshmen only a short while to see that every minute of a "Longwood Lady's" day was filled with things to do. Many of these girls watched with interest, eager to find their place at Longwood.

During these first weeks there was a strong feeling of unity as a class, and the need was felt for officers to lead the class. Elections for class officers were held along with the election of this class's representatives to the

Legislative Board, Judicial Board and Athletic Association. The class also felt this same unity as they combined their efforts in producing a circus skit.

As the year continued the freshmen saw how much went into the life of a college campus. They looked on with anticipation as the campus honoraries tapped new members, and they caught a glimpse of the high ideals and standards of the upperclassmen. They were soon to pattern their lives in a similar method. It wasn't long before they were caught up in planning for song contests and May Day and were avidly working toward points for color cup.

All too soon June arrived and the class of 1968 had completed its first year at Longwood. There were many busy moments to look back on, but there were even busier times to come.

These girls arrived early the next year to help with the orientation program as they wanted to make the class of '69 feel as welcome as they had felt the year before. The sophomore year was quite different for these girls. Their freshman year had been one of observation and limited participation, but now things had changed. They were being called on to make their own contributions to the campus organizations and activities. They were finding out what really went on behind the scenes.

The junior year proved to be quite a different and challenging experience. With the realization that half of their college career was over, these girls began to work even harder than ever. Many of them took positions of leadership on the campus as officers of the various organizations and chairmen of campus activities. They made their influence felt on the campus as they contributed willingly of their time and talent. At the same time they worked diligently in their academic endeavors and many were rewarded when they were asked to join the campus honoraries. Before long June had arrived and the graduation of the class of '67 brought on the realization that there was no longer a class to look up to. These same girls that had nervously unpacked as freshmen only three years before were now the senior class.

As these seniors hesitantly embarked on their last year at Longwood, they felt the mixed emotions of both sadness and anticipation. Regardless of these feelings there was still much for these girls to do, and they set about it with great momentum. Their senior year was one of looking back, giving advice, and finishing up the projects they had begun during the past three years.

With the approach of graduation the members of the class of '68 have many fond memories of their four years at Longwood. They can look back on the fun and hard work of the past years with a feeling of accomplishment for they have made their presence on the campus felt just as the classes before them have done. If any of these girls were asked about their stay at Longwood, they would certainly say that it was a busy but rewarding four years which they will always remember.



## ALUMNAE CHAPTER PRESIDENTS — 1968-69

Baltimore.....	Mrs. R. H. Markuson, 210 Margate Rd., Lutherville-Timonium, Md. 21093 (Jane Richards '50)
Philadelphia.....	Mrs. A. J. Stoner, 8 South Childs St., Woodbury, N. J. 08096 (Pauline Lanford '31) (Contact person)
Farmville.....	Mrs. T. C. Coleman, Jr., Rt. 3, Box 604, Farmville, Va. 23901 (LeNoir Hubbard '39)
Greensboro.....	Mrs. J. Brice Richardson, 1605 Brookcliff Dr., Greensboro, N. C. 27408 (“Rita” Norris '61x)
Lexington.....	Mrs. Gertrude Neff, 501 Jackson Ave., Lexington, Va. 24450 (Gertrude Wright '44x)
Lynchburg.....	Miss Rena Robertson, 230 Warwick Lane, Lynchburg, Va.
Metropolitan.....	Miss Milly Woodward, 6113 Breezewood Ct., Apt. 102, Greenbelt, Md. 20770
Martinsville.....	Mrs. F. Coleman Shelton, Hillcrest Dr., Collinsville, Va. 24078 (Betty Smythers '59)
Norfolk.....	Mrs. Harold D. Cole, 1548 Cedar Lane, Norfolk, Va. 23508 (Annie Mae Tyus '15)
Newport News.....	Mrs. Glenn Bollinger, 82 Normandy Lane, Newport News, Va. 23606 (Jean Hopkins, ent. '54)
Petersburg.....	Mrs. Walter H. Brown, Jr., 1637 Johnson Rd., Petersburg, Va. 23803 (Nan Seward '38) (Contact person)
Philadelphia.....	Mrs. Albert J. Herr, Jr., The Regency Apt. 215 Creek Dr., St. Davids, Pa. 19087 (Barbara Muelhman '64)
Raleigh.....	Mrs. Howard A. Wynne, Jr., 5413 Emerson Dr., Raleigh, N. C. 27609 (Barbara Blackman '54)
Richmond.....	Mrs. W. T. Miller, 7606 Cheshire Rd., Richmond, Va. 23229 (Harriet Butterworth '51)
Roanoke.....	Mrs. Ronald Britton, 3750 Verona Trail, Roanoke, Va. 24018 (Sue Yeaman '34)
Southside.....	Mrs. Jack Irby, Rt. 1, Box 42, Blackstone, Va. 23824 (Nell Copley '54)
Suffolk.....	Mrs. T. L. Elmore, 226 Terrace Court, Suffolk, Va. 23434 (Laura Hurt '27)
Valley.....	Mrs. R. H. Chiostergi, 918 Jefferson Ave., Waynesboro, Va. 22980 (Virginia Summers '64)
Virginia Beach.....	Mrs. W. C. Gibbs, 1305 N. Alanton Dr., Virginia Beach, Va. 23454 (Betty Barr '55)
Winchester.....	Miss Dorothy Overcash, 21 S. Washington St., Winchester, Va. 22601 (Contact person)

All Alumnae are invited to join the alumnae chapter in their area, and if you have not been contacted, contact the local president in your vicinity and if there isn't a chapter, contact the alumnae secretary, Elizabeth S. Jones, at Longwood, and she will help you organize one!

BULLETIN  
LONGWOOD COLLEGE  
ALUMNAE ASSOCIATION  
FARMVILLE, VA. 23901

Entered as Second Class  
Matter at Post Office  
Farmville, Va. Under Act  
of August 24, 1912.

INAUGURATION DATE SET!

On November 22, Dr. Henry I. Willett, Jr., will be inaugurated as the eighth president of Longwood College. The ceremony to be held in Jarman Auditorium will be preceded by a full academic procession. Governor Mills E. Godwin will be the main speaker. The entire day will be filled with varied and interesting activities. Do be with us!

FRONT COVER

Dr. and Mrs. Francis G. Lankford, Jr., Mr. and Mrs. Fred O. Wygal, and Dr. and Mrs. Henry I. Willett, Jr., pictured in front of Dr. Dabney Lancaster's portrait in the Rotunda preceding the morning program Founders Day.